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LATIN STUDIES IN RETROSPECT AND PROSPECT

By FRANKLIN B. KRAUSS
The Pennsylvania State College

WHATEVER values we individually and collectively may attribute to Latin studies, we should recognize, first and foremost, that very few persons at any time have studied Latin, except as a real or alleged means to a practical end. The social, political, and economic circumstances under which Latin in the course of many centuries became the official and literary language of an empire are too well known to require recapitulation here. Our chief concern in this paper is with the fortunes of Latin during the decline and after the demise of Hellenistic culture as the principal sustaining force throughout the Mediterranean world.

Latin survived this catastrophe because of two interdependent factors. First of all, it was the language of all educated men throughout the length and breadth of the Western Empire. It naturally served, therefore, as the instrument with which the early Church scholars of the West, Tertullian, St. Augustine, St. Jerome, and their equally strenuous successors launched and pushed the attack against the error of paganism. In the next place, because they wrote voluminously, and especially because their teachings were adopted and promulgated as the basis of the theological dogma of the early Roman Church, Latin became and remained the official language of this Church.

When, in addition, one considers the great hold which the Church progressively acquired over men's hearts and minds during the Dark Ages, and the directive force which it increasingly exerted in the political and military affairs of kings and princes, one must conclude that this institution, more than any other agency, gave to Latin an official status of such widespread significance and utility that not until the Period of the Reformation did it encounter serious opposition.

The revolt against the Church's authority culminated from the intellectual side in the Renaissance and from the spiritual side in the Reformation. On both sides it was productive of forces which ultimately unseated Latin from the secure position which it had enjoyed for centuries under the aegis of the Church. Universities began to appear in number throughout Europe which challenged the narrow scholasticism of the older institutions, inspired and supported by the Church, and which concentrated their energies more on the humanistic education of lawyers and administrators than on the theological indoctrination of churchmen and schoolmen. In the pursuit of this objective, they overrode the Church's ban on pagan learning and thereby gave impetus to the earnest search for any and all documents of classical antiquity that could contribute to a more secular and practical program for the betterment of human society.

ANNUM NOVUM
FAUSTUM FELICEM
FORTUNATUM
VOBIS
OPTAMUS OMNES.

The Renaissance not only helped to pave the way for the Reformation but served yet more to encourage the forces of secularism called into being by this movement. It overthrew the disputatious pedantry of scholasticism, dealt the death blow to feudalism by envisioning the commonwealth regulated in all its parts by constitutional law, inspired masterpieces of art and architecture rivaling the artistic achievements of antiquity, gave much needed support to the proposals of natural science, and ushered in the era of transoceanic voyaging in quest of new lands from which to procure material resources adequate for a revived and expanding international economy.

The vigorous intellectual incentive of the Renaissance which stimulated men to create a world of order, beauty, and utility with their own minds and hands was the first fruits of humanistic scholarship. Scholars and students, both in and out of the universities, assiduously addressed themselves to the study of Latin in the first flush of their eagerness to unlock the storehouse of political and sociological knowledge which they rightly anticipated was embodied in the large corpus of Latin literature. As a result, a world which for centuries had been restricted in its mental diet to the insipid porridge of scholastic pedantry now began to feed avidly on the variegated and intellectually satisfying repasts found in the ancient Latin authors.

During this period Latin gained a wider, more meaningful, and more practical currency in university halls and in polite society than it had at any time enjoyed since the cultural overthrow of the Western Empire at the hands of the barbarians. For it was, first and last, through Latin and the pursuit of Latin studies that the restorative spirit of humanistic scholarship spread rapidly from Italy to France, Holland, Germany, England, uniting scholars everywhere in a secular movement of such wide intellectual horizons as to transcend political and theological boundaries. As the indispensable tool of all who collaborated in this unique program, that is, as the language of the Humanists, Latin was more truly the touchstone of learning than it had been in the rôle of the official language of the Church.

This age of enlightenment was all too soon disrupted by the bitter religious conflict and the insistent sentiment of nationalism which the Reformation set in motion. The bigotry engendered by the interaction of these developments inhibited the further growth of the incipient spirit of universal scholarship by attaching unjustifiable significance to the ecclesiastical and national allegiance of scholars. The effect on the universities, as well as on individuals, was stifling. Prompted in some instances and in others coerced by these invidious forces of dissension, many scholars renounced the genial rivalry and the impartial exercise of judgment which had characterized their relations with fellow scholars in other countries. For the same reasons, they so molded and constricted their scholarly efforts as to accommodate these to the comparatively meager patterns set up as approved standards by their own countries and institutions.

Latin began, therefore, to lose its utility as the *lingua franca* of European scholarship, when scholars withdrew more and more behind the walls of national and of university prejudice. This decline was accelerated also by the growth of the national

literatures. These developed in scope and quality to a point where they not only could be favorably compared with their ancient classical models but actually were preferred to these static prototypes. The multiplication, moreover, of translations from the Latin into the vernacular, the growing interest in the experimental study of the natural sciences, and the increasing respect for the economic power and advantages that could be derived from purely commercial pursuits tended to minimize the need for the study of Latin.

In the 18th and 19th centuries, great discoveries in the fields of the natural sciences added a new direction to the central purposes of higher education, and a series of mechanical inventions profoundly altered the range and function of manual labor. Together they produced the Industrial Revolution and created a new social order unsympathetic and in many respects hostile to the spirit of Humanism. In keeping with the prevailing philosophy of secularism, yet to the moral deterioration of society at large, they have been perverted to ends almost wholly utilitarian and materialistic.

In the foregoing survey, I have attempted to set in high relief the historical factors that operated for or against the study of Latin, and to show what sociological developments dislodged Latin from the center of an international program of scholarship and pushed it out to the periphery of professional specialization. We must, indeed, examine all these causes and their effects, if we wish to act intelligently and wisely in meeting the determined attack on the utility of Latin studies today. For the two major tactical errors that Latin scholars and teachers committed in the comparatively simple and decidedly congenial university atmosphere of the past, we continue to commit in the highly complex and distinctly factious public school environment of the present. In short, we assume an authoritarian position toward all branches of learning; we make a fetish of academic discipline by concentrating almost all our efforts on the matter-of-fact training of the intellect, and by so doing we fail to stimulate the imagination, to develop the sense of beauty, and to cultivate the joy of learning. More recently, so as to counteract and reverse the heavy trend of student interest toward scientific and vocational studies, we have hurt our case by advancing many pretentious and insupportable claims for the pragmatical relationship of Latin to these studies.

We have been accused (with much validity in all too many instances) of teaching Latin in an academic vacuum of our own contrivance. By maintaining the same program and procedure of instruction for students in all communities, irrespective of the great differences in their social background and educational needs; by insisting that the ability to translate Latin with grammatical precision is the sole objective toward which each and every student shall be directed in the elementary courses; and by using year in and year out the same materials of instruction in the same fixed and unchanging sequence, we have created, seemingly to our own satisfaction, a little world of neat, academic uniformity and of perpetual sameness within a larger world of refreshing experimentation and intelligent adaptation.

If we have any serious intention of coping effectively with the charge that Latin is purely an arbitrary factor in the public school program of today, we must, I submit, make more earnest efforts to demonstrate in practice that its contribution to this program is functional, unique, and large. We cannot and should not attempt to do so, however, unless we are prepared to acknowledge and to take positive action on the following facts and proposals:

(1) Except in our own quarter, Latin is no longer regarded as an indispensable tool in every field of liberal studies.

(2) Students who lack the ability to profit appreciably by the study of Latin should be excluded from Latin classes at the express request of the Latin teachers themselves.

(3) On the other hand, students who have the ability but who, for one reason or another, do not recognize any special incentive to study Latin should be presented with impressive and well documented evidence in support of the benefits, general and specific, that accrue from this study.

(4) More and more persons who are teaching Latin have no primary interest in our subject and are teaching it only because the work has been assigned to them by their school adminstrators. Many of them are wholly unprepared to teach Latin well, even at the lowest level, and they have no motivating conviction regarding its educational value. This most unhealthy situation must be corrected by a vigorous and persistent protest to local and state school authorities, if our subject is not only to be taught effectively but also to retain in academic circles the respect long accorded to it on the basis of the unmistakable devotion and the high degree of competency that bona fide Latin teachers exhibit in their work.

(5) Only lately have we begun to use as an integral part of instruction the audio-visual aids that already figure prominently in the teaching of many other subjects. It is of first importance that we quickly overcome this disadvantage by setting up our own agencies to explore in what ways these aids can be utilized to best effect in the presentation of all phases of our work, and then to have the suitable materials produced in such quantity as to make them readily available to all Latin teachers.

The future of Latin studies in the schools is, indeed, very much in our own keeping. We must before all fully recognize and conscientiously accept our proper function in the whole program of the school. We must not foolishly attempt to achieve in two, three, and four years objectives which under contemporary educational circumstances can be attained only in four, five, and six years. We must see to it that Latin is taught only by teachers who are adequately prepared to present the subject, not only with academic proficiency but also to the full enjoyment and lasting benefit of the students. We must utilize in our instruction also all the mechanical devices (phonographic recordings, radio, motion pictures, slides, and so forth) to which our students are already habituated in their work in other subjects. And last, but by no means least, we must take more positive steps to integrate anew the interdependent programs of Latin studies in the secondary schools and in the colleges and universities, so as to provide mutual support to our work on both levels.

If we are willing to make the personal effort, the personal adjustments, and the personal sacrifices necessary to the accomplishment of these aims, Latin will, I am confident, not only continue to be a primary factor in the

CONTEST CLOSING

Readers are reminded that this year's Verse Writing Contest will close on February 1. Entries may be sent to Prof. Lillian B. Lawler, Hunter College, 695 Park Avenue, New York 21, N. Y.; to Prof. W. L. Carr, University of Kentucky, Lexington 29, Ky.; or to Prof. Konrad Gries, Queens College, Flushing, New York. The rules of the contest may be found in our November issue, page 16.

THE CLASSICAL OUTLOOK

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program of the schools but also progress on a stronger and more realistic basis. We Latin teachers are the major obstacle in the path toward this goal. It is we who must awaken to the new day, put our house in order, clean out the cobwebs, make alterations and additions where necessary, and introduce new furniture. We cannot forever deny the truth of the maxim, "omnia mutantur, nos et mutamur in illis." If we persist in the attempt to do so, the maxim, insofar as we are concerned, might be paraphrased thus:

All things change, as all things must;
We must, too, or gather dust.

SUMMER STUDY ABROAD

The 1951 Summer Session of the American Academy in Rome will be under the direction of Professor Henry T. Rowell, of the Johns Hopkins University. It will run from July 5 to August 16.

The work of the Session will comprise lectures, readings, reports, and trips. Enrollment will be limited to twenty-two students. Applications for admission must be received at the Academy's New York office, 101 Park Ave., New York 17, not later than March 1. Basic expenses may be estimated at $1,000.

The Director of the Summer Session at the American School of Classical Studies in Athens will be Professor George E. Mylonas, of Washington University, St. Louis, Mo. The Session will last from June 25 to August 4.

The work of the Session will include lectures, readings, reports, and trips. About three weeks will be spent in Athens, the remaining time being devoted to automobile trips.

The cost of the Summer Session in Athens will be $490; this is exclusive of ocean passage. Reservations should be made as soon as possible. For further information address Professor Mylonas, or Dr. Louis E. Lord, 11 Boyd St., Newton, Mass.

MATERIALS

Mr. George H. Lucas has compiled a booklet entitled *Frequency Word Lists for Vergil's Aeneid, Books I-VI.* It contains the 1015 words occurring six times or more in those books, grouped according to frequency. The price is 75¢. Address Mr. Lucas at 619 Farnsworth Ave., Bordentown, New Jersey.

Professor J. Hilton Turner, of the University of Vermont, informs us that an American edition of the Latin paper *Acta Diurna* is available from the Educational Division, American Visuals Corp., 2100 North Charles St., Baltimore 18, Maryland. Sample copies may be obtained from the same address. The Orbilian Society, which publishes the paper, is a non-profit organization.

Mr. Morris Rosenblum, 959 Carroll St., Brooklyn 25, N.Y., has a collection of 2" 2" Kodachrome slides showing unusual views of places of classical interest in France, Switzerland, Italy, and even Central America and the United States. Mr. Rosenblum showed some of these slides at the 1950 Latin Institute at Haverford, Pa. Lists and prices may be obtained from Mr. Rosenblum.

Professor H. W. Wright, 447 Heckewelder Place, Bethlehem, Pa., is selling some of the books from his personal library at attractive prices. The books are scholarly works in the field of the classics. Address Professor Wright for lists and prices.

LETTERS FROM OUR READERS

A CITATION IS ACKNOWLEDGED

Mr. Mark Van Doren, who was given a citation by the American Classical League, writes to President Agard as follows:

"The citation has arrived, and again I have to thank you (and wish to do so) for bestowing upon me this honor. It is deeply felt."

A JANUARY PROJECT

Miss Essie Hill, of Little Rock, Arkansas, national chairman of the Committee on Latin Clubs, writes:

"Last year the Latin Club of the Parsons (West Va.) High School undertook as a project the making of a Roman calendar. Each student selected the month upon which he wished to work. The upper half of a large piece of paper was used for a picture appropriate to one of the months; the lower half was marked off in small squares for the days of the months, which were indicated according to the Roman system. Each month was also given an appropriate quotation. For July, for instance, a drawing of a bust of Caesar was used, and the quotation 'Alea iacta est.'"

ANOTHER PROJECT

Miss Hill continues:

"In Romney, West Va., the project of the Latin Club for the past year was a *News Letter of the Latin Clubs of West Virginia.* This turned out to be an excellent project. Clubs in other states might like to try a similar activity."

"KNOW ENGLISH"

Mr. Charles W. DaParma, Jr., Corresponding Secretary of the Catholic Classical Association of New York City, writes:

"On December 9, 1950, our Association conducted a 'Know English Contest' at Cardinal Hayes High School, New York City. Invitations were sent to high schools in the East, and met with enthusiastic response. Each entrant school was asked to send one team consisting of three students, not necessarily on the same grade level.

"The purpose of the Association in sponsoring such a contest was to impress upon students the important role played by Latin in the structure of the English language. Accordingly, questions were posed orally on the model of a 'spelling bee,' with each contestant being asked the Latin original of various English words in current use. The questions were based on material found in Burriss and Cas-

son, *Greek and Latin in Current Use*, latest edition.

"The contestants were judged and rated by well-known classicists. The winning team received a trophy, with cash prizes going to the first five finalists.

"We feel that news of our successful venture may encourage other groups interested in the perpetuation of the classics to sponsor similar contests in their localities."

RADIO AND THE CLASSICS

Mrs. Pauline E. Burton, of the Libbey High School, Toledo, Ohio, national chairman of the Committee on Public Relations, writes:

"Station WTDS-FM, of Toledo, will beam an extensive series of classical programs to elementary and high schools. They will consist of dramatizations of Greek and Roman myths. I have been asked by the director of the station to broadcast the introduction for this series in my capacity as chairman of the Committee on Public Relations of the American Classical League."

VICTORY

Miss Estella Kyne, national chairman of the Committee on the Junior Classical League, writes:

"The JCL chapter at the Dudley High School, Greensboro, N. C., had a float portraying 'Winged Victory' in the Homecoming parade."

ENROLLMENTS

Mrs. Maud S. Woolsey, of the Middletown (N.Y.) High School writes:

"I think you will rejoice with me when I tell you that I have finally succeeded in bringing Latin IV back into our curriculum, after a nine years' lapse. All ten of us are revelling in Vergil's *Aeneid*."

Miss Edith M. Merritt, of the Senior High School, Muskegon, Mich., writes:

"We have five Latin classes this year in our high school. The combined third and fourth year class has eighteen pupils in it; the other classes average twenty-eight students."

Miss Ilanon Moon, of the Conroe (Texas) High School, writes:

"I have the largest Latin department we have had in Conroe High School since I have been here."

GREEK FOR PLEASURE

Dr. Emory E. Cochran, of the Fort Hamilton High School, Brooklyn, N. Y., writes:

"The longer I teach the more convinced I am that a casual remark, or a comment not bearing directly on the lesson under discussion, may have far-reaching results. This semester I mentioned in one class the fact that I had a student, now a freshman at Harvard, who, working under my general direction, went through a beginning Greek textbook, four books of Xenophon, and almost all of the famous passages of the *Iliad* in something less than two years, outside of school. The class immediately expressed an interest in learning Greek. I offered to come in early and teach any who were interested the elements of Greek, from 8 to 8:30 A. M. on Tuesdays and Fridays. At the first meeting five pupils appeared; at the second session there were nine; and the number kept increasing. This group is the cream of the school (and the cream of 3000 students is pretty rich!). They absorb the Greek quite avidly. Of course, I do my best to make things interesting, with songs and anecdotes in Greek, and much derivative work. Believe it or not, it is possible in 1951 to organize a small group of volunteer students in Greek, for no credit—just for the pleasure of learning!"

LATIN INSTITUTE, 1951

The annual Institute of the American Classical League will be held in Miami University, at Oxford, Ohio, from Thursday to Saturday, June 21-23, 1951. The Program Committee consists of the following members: Walter R. Agard, *ex officio;* William Hardy Alexander, University of California at Berkeley; Mrs. Pauline E. Burton, Edward D. Libbey High School, Toledo, Ohio; Wilbert L. Carr, University of Kentucky; F. Stuart Crawford, Boston University; Sister Mary Donald, B.V.M., Mundelein College, Chicago; Lynn Kirtland, University of Texas; Mrs. Gladys Laird, P. K. Yonge Laboratory School, University of Florida; George A. Land, Newton High School, Newtonville, Mass.; Lillian B. Lawler, Hunter College of the City of New York; Janet MacDougall, Lincoln School, Providence, Rhode Island; Henry C. Montgomery, Miami University, Oxford, Ohio, *Chairman of the Local Committee;* David M. Robinson, University of Mississippi; Waldo Sweet, William Penn Charter School, Philadelphia; Mars. M. Westington, Hanover College; Ortha L. Wilner, State Teachers College, Milwaukee; Franklin B. Krauss, The Pennsylvania State College, *Chairman.*

As all members who attended the Latin Institute in past years will heartily attest, the Institute is a unique experience for all teachers of the classics who are interested in hearing and exchanging opinions on the practical aspects of teaching Latin and Greek under the current educational circumstances that prevail in most schools. At the same time it provides an unusual opportunity for enjoying the social companionship of one's academic colleagues from far and near. We encourage you, therefore, to plan, even at this early date, to attend the 1951 Institute, to publish it as widely as possible in your geographical area, and to bring your colleagues and friends with you.

—Franklin B. Krauss

THE SHORTAGE OF LATIN TEACHERS

A Condensation of the Report of the Committee on the Recruiting of Latin Majors and Teaching Majors

OUR Committee was appointed to study the shortage of Latin teachers—where it is and how big it is; also, ways to influence guidance officers to be more friendly to Latin; and ways to influence more good high-school students to prepare to become Latin teachers.

The Committee consists of the following persons: Miss Gertrude Ewing, Professor W. C. Korfmacher, Miss Florence Raanes, Professor Jonah W. D. Skiles, and Miss Ortha L. Wilner, Chairman.

The Committee has attempted to accomplish two things, and offers certain suggestions for the further continuance of the work assigned to it.

In the belief that the best pressure to put on guidance officers, and the best recruitment means for influencing high-school students to prepare to become Latin teachers, must lie in the effective, modern, and good teaching of those who are now teaching Latin, Professor Skiles, with the cooperation of Professor Mars Westington and his Committee on the Latin Institute, 1950, arranged for the meeting at Haverford College last June a panel discussion of the subject "The Professional Preparation of the High-School Latin Teacher." Several members of our Committee took part in that discussion. We hope that the report of the discussion may be made available for distribution.

To study the shortage of Latin teachers, questions were sent, with the help of the Service Bureau, to the Department of Public Instruction of every state and the District of Columbia; and other questions were sent to the head of the Department of Classics in 236 colleges, universities, and teachers' colleges, averaging six to a state. A brief summary of conclusions to be drawn from this survey appears below.

We make these suggestions for the continuance of the work outlined for our Committee:

(1) Since advertising is so valuable, articles should appear repeatedly in classical and especially in non-classical journals and other publications. These should be affirmative in their attitude, describing the procedures of top-notch Latin teachers, and the results and methods of modern educational practices as employed by these teachers.

(2) Fewer articles should appear deploring the diminishing numbers of Latin students and the gradual exclusion of the subject from high-school curricula.

(3) Since only those subjects which can demonstrate that they attain results in meeting the over-all objectives of the high schools are likely to be seriously considered by curriculum planners, means should be devised to test or prove the results *of this sort* attained by good Latin teaching. Such results should be publicized. But mere talk is not sufficient, nor is it sufficient to teach Latin without regard for the general objectives of the schools, and to hope that the lessons learned in Latin classes will automatically transfer themselves to the wider field of general living when our students become adults.

(4) Since the economic motive holds a high priority in students' free choice of programs of study, articles emphasizing the shortage of Latin teachers in certain areas should be published.

(5) In spite of a shortage of Latin teachers in certain areas, and a surplus in others, some prospective Latin teachers go unemployed or enter other fields, and some superintendents fail to find candidates for the positions they have to offer. Both situations are bad for Latin. Possibly the placement bureau now being set up by the American Classical League will be effective in this respect. The prospective Latin teacher who is forced into other fields of work becomes disgruntled and is the worst sort of publicity for our cause. We must be honest, and not offer false hopes of assured employment under ideal conditions for all comers.

(6) We must be realistic about insisting that our students be well prepared in a suitable and reasonable combination of subjects; for by far the largest number of Latin teachers today are teaching some other subject also.

(7) Latin teachers should accept, and even seek out, a share in the counseling program of the school, as the best spot in which to encourage suitable students to continue with their Latin.

(8) Concerted and strenuous efforts should be made to prevent the assigning of Latin classes by principals to teachers in other fields who are not equipped to teach Latin well.

DE EPIPHANIA

A Hymn for the Epiphany, January 6
By Aurelius Clemens Prudentius

O sola magnarum urbium,
Maior Bethlem, cui contigit
Ducem salutis coelitus
Incorporatum gignere.

Haec stella, quae solis rotam
Vincit decore ac lumine,
Venisse terris nuntiat
Cum carne terrestri Deum.

Videre postquam illum magi,
Eoa promunt munera,
Stratique votis offerunt
Thus, myrrham, et aurum regium.

Regem Deumque annuntiant
Thesaurus et fragrans odor
Thuris Sabaei, ac myrrheus
Pulvis sepulcrum praedocet.

Iesu, tibi sit gloria,
Qui apparuisti gentibus,
Cum Patre et almo Spiritu,
In sempiterna saecula.

That practice is a sure way to destroy the teaching of Latin in the schools.

CONCLUSIONS FROM THE QUESTIONNAIRES

At the date of the compilation of this report, replies to our questionnaires are still being received from all parts of the United States, but the outlines of the situation appear clear. We are seeking to know the *facts* about the relative number of Latin teachers needed in the high schools, and of persons being prepared to fill the positions.

The many gracious and interested letters and personal comments sent us by busy colleagues reaffirm what we have always known, viz., that whether characteristics are measurable by objective tests or not, individuals with a classical background *have* attained, in the great majority of cases, the objectives of general education upon which the study of the classics can reasonably be expected to have a bearing. These are considerate, honorable, and alert personal, civic, and professional behavior, cooperativeness and intelligence, and an attitude that reduces intolerance and bigotry to a minimum. To all who assisted us, throughout the nation, is extended the appreciation of the Committee in charge of this study.

The facts appear to be these:

(1) In several areas a revival of interest in Latin study is appearing—not yet large, but clearly observable. Areas to be mentioned are: District of Columbia, Florida, Michigan, Louisiana, Arkansas, Montana. Several correspondents report that there are more calls for teachers of Latin than for any other foreign language; but Latin teachers must have a strong and reasonable combination of subjects, English and Latin being preferred in most areas, modern foreign languages and Latin in others.

(2) Reports from many State Departments of Education show a discrepancy with those from colleges and universities in the same area. For instance, in Indiana the Department reports a surplus of Latin candidates over positions available; the University of Indiana reports 73 calls for teachers (1949-50), with ten candidates available; Ball State Teachers College reports 61 calls to one candidate; Butler University reports 21 calls to two candidates; Terre Haute reports 62 calls to six candidates. In Iowa the State Department claims there is no shortage; the University of Iowa reports 34 calls to two candidates. In Pennsylvania the State Department claims there is no shortage; the Teachers College at West Chester reports that there is a shortage, with 159 positions unfilled in the state, for 1949-50, and 31 candidates available for the state; the University of Pennsylvania, using figures from the Department of Public Instruction at Harrisburg, reports 55 calls in the state, and 39 candidates; the University of Pittsburgh reports 10 calls and but one candidate available, and adds that Latin "in this area seems to be the only academic field in which there are not enough teachers to meet the demand."

Two Departments of Public Instruction, in Vermont and West Virginia, report small shortages of Latin teachers.

(3) The East and Middle West reveal the strongest interest in Latin. Both shortages and surpluses of Latin teachers appear to exist in these areas. Numerous comments indicate that:

(a) Most good Latin teachers, well prepared and alert to their opportunities, find positions; but some are forced into other fields, and the less effective teachers are not easily placed.

(b) Candidates for Latin positions need almost universally to be well prepared to combine their subject with another. In Wisconsin, English

is the favorite to accompany Latin; in New York State, French. In many cases Latin classes are assigned by principals to teachers who have some —but inadequate—training in Latin, because no Latin teacher with the desired combination of subjects is available.

(c) Some energetic organization is needed to take the initiative in referring principals to the best available sources of supply, in order to counteract the tendency to assign Latin classes to ill-prepared teachers whose major interest is in some other field, or to discontinue Latin classes altogether where good teachers are not available; and the parallel tendency of good students to neglect preparation for Latin teaching through fear of not being satisfactorily employed. Such an organization needs to be publicized widely, not in Latin journals only, but in journals that reach school officials and placement bureaus.

(4) The Plains states and those in the South and West generally indicate little interest in Latin, with some revival of interest in scattered areas (Florida, Louisiana, possibly Montana), and some shortages in Washington, Montana, and Colorado. Actual antagonism is revealed in a few areas, the most pronounced being indicated in a comment from Augustana College in South Dakota: "Should there be a shortage for a language course that went out of use several generations ago? Latin is a dead language—let it rest in peace!"

Two letters from Montana are of special interest. From Montana State University, Professor W. P. Clark, Chairman of the Department of Classical Languages, quotes from a bulletin (December, 1949) of the Colorado Congress of Foreign Language Teachers: "It may be news to some readers that many of our high schools would reinstate Latin immediately if only they could find the qualified teachers." Then, after several pertinent comments, Professor Clark says: "The case of foreign language teaching and study in our schools, both ancient and modern, will stand or fall—and there is danger that it will fall—according as we who teach the subjects and teach the teachers of the subjects find with greater certainty what we can hope to achieve in the minimum time that will be allowed us, and surer ways of achieving it." From the State Department of Public Instruction in this same state of Montana, William I. King, High School Supervisor, writes: "We are trying very hard to discourage the use of Latin in the curriculum of our smaller schools . . . Henry J. Montoye offered some evidence to the effect that foreign languages, which may include Latin, were given the lowest rating in an investigation of subject fields which meet educational objectives"

(*North Central Association of Colleges and Secondary Schools Quarterly*, XXIV, No. 3, January, 1950).

All this has one obvious meaning—that Latin teachers must make themselves far more efficient in meeting the general objectives of secondary education than they have been or are, whether they like it or not, and must make certain that their students and the parents and school officials know that they are meeting them, and how. The social-civic, vocational, and use-of-leisure-time objectives offer unlimited possibilities to the Latin teacher who is willing to try to make students intelligently alert to the social-civic problems of today through the study of those of Rome; to develop the students' ability to express ideas—to read, write, and spell better—through the study of Latin; and to develop genuine enjoyment of intellectual and artistic recreations to share the extensive leisure time of contemporary life with the sports and other active and passive recreations that are now so vociferously supplied at every turn. But teachers and students both must be aware of their objectives and accomplishments in these fields. If Latin has a place in the modern high school—and we believe it should have a large one—it must deserve that place by making a large and recognized contribution to the acknowledged objectives of the schools.

CALL FOR SUMMER COURSES

For several years the May issue of THE CLASSICAL OUTLOOK has contained lists of summer courses in Latin, Greek, ancient history and civilization, ancient art, archaeology, classical literature in translation, linguistics, general language, and the teaching of high-school Latin, which were being planned by various colleges and universities throughout the country. Copy for the May, 1951, issue must be in by March first. Members of college faculties who can supply lists of projected summer courses by that date are earnestly requested to send them to the Editor, Lillian B. Lawler, Hunter College, 695 Park Avenue, New York 21, N. Y. Please do not send catalogues.

SLEEPING FIGURES OUTLINED IN CRESTS OF HILLS AND MOUNTAINS

By EUGENE S. MCCARTNEY
University of Michigan

TOWARD the end of his monotonous parade of geographical names known as *De Chorographia*, Pomponius Mela makes one of his few interesting digressions. After his remarks on Mauretania he says (3, 10, 106): "Hic Antaeus regnasse dicitur, et signum quod [*supply* est?] fabulae clarum prorsus ostenditur collis modicus resupini hominis imagine iacentis, illius ut incolae ferunt, tumulus; unde ubi aliqua pars eruta est, solent imbres spargi, et donec effossa repleantur, eveniunt."

In our own land several good counterparts of the recumbent Antaeus are formed by the crests of hills and mountains. A few miles north of New Haven, Connecticut, there is a place called Sleeping Giant State Park, so named from "rolling hills that resemble a prostrate form." Another profile that bears the name Sleeping Giant may be seen in the Absaroka Mountains, a little over twenty-one miles from Yellowstone Lake. A similar formation visible from Mesa Verde National Park in southwestern Colorado gave rise to the name Sleeping Ute Mountain. In the same state, directly north of Long's Peak, a spur range presents the outline of a mummy, and so it is called the Mummy Range.

Still another profile is formed by mountains in California: "The Sleeping Beauty, a formation resembling a dormant, smiling face is outlined by the crest of the Cady Mountains." (*California: A Guide to the Golden State* [American Guide Series, 1939], p. 611.)

Recognition of such resemblances did not have to await the coming of the white man. Before his arrival in the West the Indians saw the likeness of a woman, now called Sleeping Maiden, in the long eastern slope of Mt. Tamalpais, north of San Francisco. According to an Indian tradition, she was a beautiful girl whose lover, the God of the Sun, tried to carry her away from the earth. Her weight caused him to fly so low that his foot struck Mt. Diablo, whereupon he tripped, and she fell from his arms to her death. She now lies where he placed her. (Robert O'Brien, *This Is San Francisco*, 1948, p. 322.)

Centuries ago the Aztecs gave the picturesque name Ixtaccihuatl ("White Lady") to a volcano that bears a remarkable resemblance to the figure of a woman. "She lies

on her back, with head, breast and feet silhouetted against the violet blue sky" (Stuart Chase, *Mexico*, 1937, pp. 21-22). The crest of the mountain is illustrated in the *National Geographic Magazine*, 21 (1910), 746, where it is called "The Woman in White." It is thus described in the *Encyclopaedia Britannica* (14th Edition), s.v. Ixtaccihuatl: "As seen from the City of Mexico the three summits have the appearance of a shrouded human figure; hence the poetic Aztec appellation of 'white woman' and the unsentimental Spanish designation *La mujer gorda* ('the fat woman')."

One legend states that the volcanoes Popocatepetl and Ixtaccihuatl were originally a giant and a giantess:

"There is a tradition among the Indians that these two volcanoes were once living beings, in the early years of the world, in the shape of a giant and giantess. The Supreme Deity became offended at some acts of theirs, and changed them into mountains. He struck the giantess dead, and there she lies to this day, stretched silent upon her bier, robed in glistening white. The giant was merely rooted fast to the spot, where he could contemplate his loved companion; and he was wont to express his indignation and grief by fiery floods of lava tears, and by pouring forth volumes of smoke." (F. A. Ober, *Travels in Mexico and Life among the Mexicans*, 1887, pp. 374-375.)

A Mexican example is included among the oddities collected by "Believe-It-or-Not" Ripley for believe-it-or-not readers. On July 21, 1949, he published a sketch of a crest that looks like a person lying on his back. He called the mountain "Dead Indian Mountain" and gave its location as Sinaloa.

In England man has tried to atone for the oversight of Nature in not supplying mountain profiles of giants, for native sculptors have outlined two such figures in cliffs. Near the village of Cerne Abbas a huge figure called the Cerne Giant (referred to several times by Thomas Hardy) is rudely cut in a chalky hillside. It is nearly 200 feet high (some sources give its height as 180 feet). There is also the Long Man or the Wilmington Giant, which is 240 feet long. It is mentioned by Kipling in his poem called "Sussex":

I will go out against the sun
Where the rolled scarp retires,
And the Long Man of Wilmington
Looks naked toward the shires.

Superstitions and legends in addition to those I have mentioned have grown up about several of these crests, and even about the giant figures in England. It is not surprising that the peasants living near the "collis modicus resupini hominis imagine iacentis" looked upon it with awe. If we may believe a story told by Plutarch (*Sert.* 9), even Sertorius, who excavated the mound, shared this feeling, for he immediately replaced the earth when he found in the grave a skeleton sixty cubits long.

SAPPHO III (Smyth)

Translated

By Lucy F. Sherman
Saint Mary's School, Peekskill, N. Y.

The stars around the silver moon
Dim now their radiance, for soon
At full she'll glow, her light bestow
On all the land.

LATIN THE WORLD LANGUAGE

By Walter A. Edwards
Pasadena, California

AT THE time of the founding of Rome, 753 B. C. according to tradition, there were spoken in the peninsula of Italy many dialects more or less related but yet quite distinct from one another. These were Latin, Umbrian, Oscan, Venetian, Ligurian, and others. We know but little of most of these dialects, although a few inscriptions have been discovered. In a short time Latin crowded them all out. Then it spread beyond the limits of Italy, and by the first century of the Christian era it was spoken and understood throughout most of the civilized world, triumphing over other languages as completely as did the Roman arms over the various peoples. How was this triumph of Latin possible?

It is easy to say that the military superiority of the Romans forced their language upon the peoples they conquered. But this does not explain fully the victory of Latin over the dialects of the conquered peoples. There have been instances enough in history of a conquered people resisting the language of their conquerors and continuing the use of their own tongue in defiance of their loss of power. For instance, the English ruled India for a hundred and fifty years, and yet we are told that only a hundred people in every ten thousand there can read and write English today. Moreover, there does not appear to be the least prospect of French supplanting Arabic in Algeria, subject as that country has been to France for a hundred years. It is of course to be remembered that both in India and in Algeria the existing native literature helps to resist this invasion by the foreign tongue; but even if one makes allowance for this buttress the successful resistance of the native speech to annihilation is remarkable.

And in ancient times a similar condition existed in certain countries. In the lands where Greek was spoken, Latin never gained a predominance. In Greece, Asia Minor, Egypt, Northern Africa, the Greek language continued as the language of the people even down to Christian times. Where there was a literature already established the people remained loyal to the language in which it was embodied.

There are many considerations which may be urged to explain why Latin displaced the native tongue in so many of the cities and countries which came under the Roman yoke. For one thing, Rome pursued for the most part a liberal policy in dealing with conquered peoples. They were allowed to retain in large degree their own customs and institutions, and in other respects the Roman governors were considerate and conciliatory. In Caesar's *Commentaries on the Gallic War* we find repeated instances of Caesar's willingness to consult the wishes of the Gauls in dealing with them. Again and again he appeals to Diviciacus and Liscus and Procillus (i, 31, 47, 53; ii, 15); to the Remi (ii, 4, 5); and to the Helvetii and the Gauls in general (i, 30). In the New Testament we find instances of the friendliness of the Roman governors toward the provincials—for example, *Matthew* xxvii, 21-26; *Acts* x, 1, 22; xxv, 9. We find it also in Livy iv, 7, 4-7; 11 all; and in Tacitus, *Annals* iv, 13, 14.

One effect of this friendly attitude on the part of the representatives of Roman authority was to make the natives less hostile toward their conquerors, more ready to accept whatever these conquerors offered them. Consequently the Latin language commanded greater interest and met with less opposition than would otherwise have been the case.

It is of course true that the Roman officials in the various provinces insisted on the use of Latin in all their communications with the conquered peoples, so that these subjects were in any case compelled to learn something of the language of their rulers. It is also true that in the various provinces Latin was spoken by Romans there present, other than the officials. For one thing, Tacitus tells us that in the reign of Augustus there were

twenty-five legions stationed in the provinces. If we allow six thousand men to a legion we have a total of 150,000 Roman soldiers scattered through the provinces. To these must be added the auxiliary troops, who at the close of their term of service were probably able to speak Latin. They often married native wives, their children of course learning Latin.

There was considerable commerce even in those early days among the various peoples living along the Mediterranean and in the back countries. We know, for instance, that the people of Italy prized the breed of horses raised in Gaul and imported a great many of them. Likewise much of the cloth manufactured in Gaul was bought up by Italians. All this activity involved much intercourse between the peoples of these lands and increased the acquaintance with Latin among the Gauls. Of course with the spread of Christianity Latin was even more definitely and irresistibly forced upon the people who accepted the new religion. The best the various provincials could do was to carry over into this foreign tongue words, phrases, constructions from their own languages. Therefore the resulting Latin patois in the different provinces exhibited the peculiarities of their own speech, so that there developed in each province a language peculiar to that province, fundamentally allied with the languages of other provinces but with peculiarities derived from their own language. Thus grew up mediaeval Spanish, French, Portuguese, Italian, Roumanian, related indeed with the languages of other provinces but with peculiarities derived from the native languages and various moulding influences in their own history. Thus Spanish contains many words borrowed from the Arabic during the long domination of that country by the Arabs.

These considerations help us to understand why Latin spread over the civilized world and became the ancestor of various European languages.

ESCAPES FROM PRISON

By Edward C. Echols
University of Alabama

Instances in which a man has escaped from prison by changing clothes with his wife who has come to visit him are too common in fact and fiction to require documentation.

The ruse was not unknown in classical times. Herodotus chronicles such an episode involving the Spartans and the Minyae. A number of the Minyae, husbands of Spartan girls, were in prison under sentence of death. The Spartans never put criminals to death in the daytime, so the Spartan wives received permission to pay their husbands one last visit before nightfall. The women entered the prison, gave their own clothes to their husbands, and received theirs in exchange. The Minyae, dressed in their wives' garments, escaped without incident. Herodotus does not say what happened to the wives when the trick was discovered.

BOOK NOTES

Word Power. By John G. Gilmartin. New York: Prentice-Hall, Inc., 1950. Pp. viii plus 213. $2.00.

This is an attractive and entertaining book. Written by one who for "more than a quarter of a century" has been occupied with "the teaching of vocabulary to school, college, professional, and business groups," its aim is, through games, pronunciation drills, word stories, quizzes, multiple-choice and completion questions, "clinching tests" (all with answer-key supplied), and other arresting devices, to arouse "a desire for word cultivation." By fresh methods of presentation, and with the aid of varied type and page composition, the author makes the acquisition of a good vocabulary a fascinating game. Some of the drills, indeed (e.g., "Kate Words," page 120, "How Would You Say It?" page 25, "Tell Me Why," page 66), sound like radio quiz shows.

Like most "popularized" works in the field, however, the book contains grievous errors of both omission and commission. The treatment of prefixes is unsatisfactory. The important intensive use of the prefix is ignored completely. The only meaning given for the Latin prefix *sub* is "under" (page 10); one wonders how such words as *succeed*, *suggest*, *suppose*, *succor* would be explained to inquiring students. The only meaning given for the prefix *per* is "through" (what of *permit*, *perjure*, *perquisite?*), and the prefix *ob* is defined only as "against" (what of *obligation*, *offer*, *occident?*). *Mal* and *multi* are called Latin prefixes; on the other hand, some very important Latin prefixes (e.g., *ad*, *in* negative, *non*) are not included. No reference is made to the phenomenon of assimilation. The stems of Latin verbs are said to be taken from "the present tense and the past participle" (page 13). There is no discussion of such phenomena as vowel weakening. As a result, the "stems" of *capio* are given as *cap*, *capt*, *cept*, and the student is not given the key to such derivatives as *recipient*, *incipient*, *anticipate*. There is no systematic treatment of suffixes as such, but instead there is incidental and unscientific grouping of words with endings spelled similarly, without regard to etymology—e.g., "Words Ending in City," page 93. Also, one would like to challenge the author on his statements on current teaching of Latin and word study (page 26), especially his charge that in the work of Latin teachers there is "no definite mode of instruction."

The book will find its greatest usefulness among non-Latin students and adult "laymen." For the Latin teacher it can do little except perhaps to suggest a few new and attractive techniques.

The best way to increase one's English vocabulary remains, as it was before—take a year or more of Latin.

—L.B.L.

The Story of Language. By Mario Pei. Philadelphia: Lippincott, 1949. Pp. 493. $5.00.

The Story of Language is, in the judgment of this reviewer, the best of the crop of recently published books in the field of general linguistics. The author, himself multilingual and a classroom teacher, has long been interested in the historical and philosophical aspects of language and languages. In this book he has made accessible an abundance of information about the similarities and differences among the approximately 2800 natural languages in this far-from-one world. It is the author's belief (and this reviewer's) that every teacher and every serious student of any language should know something about the more important of these languages. Furthermore, the author has so well organized his material and so cleverly presented it as to attract and hold the interest of many a general reader who has had any considerable experience with any language other than his own.

The book is divided into six parts: The History of Language, The Constituent Elements of Language, The Social Function of Language, The Modern Spoken Tongues, Problems of Language Learning, and An International Language. This reviewer would especially recommend to teachers of the Classics Chapters III (The Family Relationships of Language) and IV (The Evolution of Language) in Part I; Chapters II (The Sounds of Language), III (Words), IV (The Structure of Language), and V (The Arrangement of Words) in Part II;

Chapter IX (Language and Literature) in Part III; and all of Part V.

Professor Pei makes frequent references to the perils of translating. An illustration seems to lurk in his interpretation of a quotation from Quintilian (*Nostra lingua articulum non desiderat*), which he translates (on page 126) as "Our language does not desire an article." The phrase *non desiderat* here surely means "does not feel the need for (or lack of)."

—W.L.C.

NOTES AND NOTICES

The eighty-second annual meeting of the American Philological Association and the fifty-second annual meeting of the Archaeological Institute of America were held on December 27-29, 1950, at Toronto, Canada, upon the invitation of the University of Toronto. A meeting of the Council of the American Classical League was held on the same occasion.

Officers of the American Philological Association for the year 1951 are as follows: President, William C. Greene, of Harvard University; First Vice-President, T. Robert S. Broughton, of Bryn Mawr College; Second Vice-President, Jakob A. O. Larsen, of the University of Chicago; Secretary-Treasurer and Representative to the Council of the American Classical League, Meriwether Stuart, of Hunter College of the City of New York; Editor, Philip H. DeLacy, of Washington University, St. Louis, Mo.

Rockford College offers a departmental scholarship in Latin of $900 ($450 for each of two years). Candidates must have had two or more years of Latin in high school, and will write an examination testing particularly ability to read Latin. Applications must be filed by February 1, 1951. Further information may be obtained from the Director of Admission, Rockford College, Rockford, Illinois.

The Classical Association of the Middle West and South, Inc., offers each year the Delcamp Greek Scholarship Award of $500, to provide aid towards work for the Master's degree in Greek, to be begun in the year 1951-52. Seniors in colleges in the territory of the Association are eligible. Applications must be in by March 15, 1951. Further information may be obtained from Professor W. C. Korfmacher, St. Louis University, 15 North Grand Blvd., St. Louis 3, Mo.

The American Academy in Rome offers a limited number of fellowships for study in Rome. Research fellowships carry a stipend of $2500 a year and residence at the Academy. All other fellowships carry a stipend of $1250 a year, transportation from New York to Rome and return, studio space, residence at the Academy, and an additional travel allowance. Applications must be in by February 1, 1951. Further information may be obtained from Miss Mary T. Williams, American Academy in Rome, 101 Park Ave., New York 17, N. Y.

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W. L. CARR, Director

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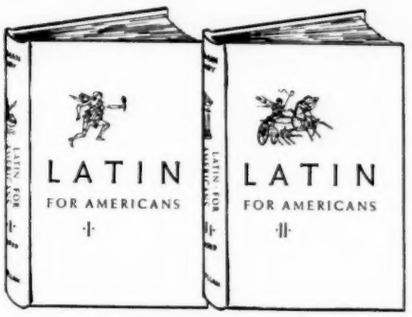

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